Chapter four of *Integrating Instruction and Understanding by Design* focuses on the aspect of taking responsibility for one’s classroom and providing sufficient clarity for the students. While students should take active responsibility in their learning, ultimately it is the responsibility of the teacher to keep diligent track of their students and recognize when they require assistance. Teacher who do this are also teachers that make a conscious effort to maintain clarity in their curriculum, while still (keeping their students engaged). While clarity usually extends to the context of a group level, a teacher also needs to consider clarity on the individual levels of students. This when the chapter talks about getting to know your students on a personal-professional level by understanding their previous experiences in your subject, where their strengths are, and what strategies other teachers have used that have worked well for that student. Through doing this, a teacher is better able to understand the intelligence of their student, while still presenting them with the same information, but doing so in a way that resonates with their (intelligence strength).

The consensus of students found this chapter to be informative, thought provoking, and solidified for many what they felt concerning how much responsibility a teacher carries in a classroom. To them, a good teacher is able to adapt to what the students need and understand, and recognize where further instruction is needed. There is also the agreement that an effective teacher adds variety into their lessons and teaching style, so as to appear actively trying to engage their students. Even if a lesson has worked wonders in the past with one class, does not mean that it will garner the same results with another.